DOCUMENT RESUME

ED 073 803 LI 004 251

AUTHCR	Harvey, John F.
TITLE	Iranian Library Education.
PUB DATE	Oct 70
NOTE	27p.; (6 References)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Foreign Countries; *Library Education; *Library Schools; Library Science; Program Descriptions
IDENTIFIERS	*Iran

ABSTRACT

Iranian library school development is discussed by describing the oldest and largest of the three existing schools, the Department of Library Science at the University of Tehran. This department has had strong American influence, and is one of West Asia's largest and best developed library schools. The author briefly discusses the following aspects of library education at the University of Tehran: history, facilities, library administration, faculty, teaching methods, curriculum, recruitment and admission, student body, placement service, publications, and finance. The success and progress of the department are evaluated. Programs at other universities are briefly mentioned. (LI 004244 through 004250 and LI 004252 through 004267 are related.) (Author/SJ)

FILMED FROM BEST AVAILABLE COPY

[ERIC User Note: Best Copy Available.]

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE OFFICE OF EDUCATION THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED 073803

IRANIAN LIBRARY EDUCATION

Iran has had collections of books and manuscripts for many centuries, but their proper preservation and liberation for use have been recent, and so has been education for their personnel. Since it extends over such a short period, the story of Iranian library education can be told briefly yet in relatively complete form. After an introductory workshop era of two decades, it can be described primarily in terms of its pioneer school at the University of Tehran.

The Workshop Period. -- As may be true in many countries, formal Iranian library education started soon after World War II with workshops and institutes given by foreigners.[1] Such well known librarians as Herbert Angel, Nasser Sharify, Sigmund Von Frauendorfer, Susan Gray Akers, Paul Kruse, Mary Gaver, Joseph Stumvoll, and Margaret Hopkins came to direct workshops for periods of several weeks or months. The National Teachers Training College and the University of Tehran Faculty of Letters provided sponsorship and housing for many of them and several currently successful Iranian librarians studied in them. Of course, the foreigners' teaching was not limited to workshops and institutes, but also included in-service training, speeches, advice, and reports. The workshops were influential in implanting the idea that librarianship was not just a custodial and bureaucratic chore, as most Iranians thought it was, but a challenging professional field.

And further, they brought visions of attendance at foreign library schools where the status and degree of a professional librarian might be achieved. Eventually, more than two dozen Iranian librarians were to travel abroad for longer or shorter periods of time to obtain such an education.

During this period of Iranian economic awakening and political turmoil, higher education expanded into every major provincial city and at least 45 colleges and universities were started in Tehran itself. Basically French in orientation, it was described with some accuracy in Harnack, Vaughn, and Slocum.[2] Higher education was dominated by the University of Tehran which had the better half of the 20,000 full-time students.

---

[1] See Sharify, Nasser, "U.A.R., Iran, Iraq, Lebanon and Syria," Library Trends XII (October 1963), pp. 227-59. Also helpful in understanding the background of Iranian library education is Alice Lohrer and William Jackson, "Education and Training of Librarians in Asia, The Near East, and Latin America", Library Trends VIII (October, 1959), pp. 243-77.

[2] Harnack, Curtis, Persian Lions, Persian Lambs, New York, Holt, 1965; Vaughn, Leo, The Jokeman, London, Eyre and Spottiswoode, 1962; and Slocum, Joel, Iran, A Study of The Educational System, Washington D.C., American Association of College Registrars and Admission Officers, 1970.

LI 004 251

Provincial universities were small and to some extent dependent on the weekly air lifting of Tehran faculty members for one or two days of teaching.

Generally, Iranian higher education was conservative, narrow, highly competitive, staffed by poorly paid faculty moonlighting elsewhere, and attended by students with study habits and attendance as weak as their political interests were strong. Institutions were poorly supported and had many oriental policies--textbook and lecture memorization, stress on Iran's glorious past, little cooperation between different faculties, poor foreign language teaching, poor development of original thinking and imagination, and a minimum of outside reading. Also curricula were formal, authoritarian, crowded, and in various degrees unsuited to a modern industrial and agricultural society. Individual differences were ignored, manual and vocational education of little importance. Curricular inflexibility was notorious, literary much more popular than practical education, and laboratory facilities inadequate. So poor were Iran's educational institutions that one former Minister of Education said the educational system had failed to remove from Iranians such undesirable traits as belief in fate, excessive docility, inability to work together, dislike of manual labor, and superstition.[3]

All thru the 1950s and 1960s there was interest in reforming higher education, however, and many discussions were held about its problems. In 1958 a major survey was made of the University of Tehran which resulted in a report recommending much change and modernization. Incidently, this report provided the first formal recognition of the need to establish a western-style Iranian library school.[4]

In the 1950s, there were a few useful special libraries with modern leadership and some research use, primarily in scientific and technical fields, such as the Institute Pasteur and the Razi Institute Libraries. Public and school libraries were just being established in primitive form and none could be called modern. Very limited budgets, small collections, poor organization, crowded housing, uneducated personnel and little service characterized practically all academic libraries. Yet, there was curiosity about western library practices as subject field Returnees began to teach in their fields and to seek western library service. Sooner or later every new institution would feel the need for modern library service and a librarian qualified to direct it.

In 1960, when the first Iranian librarians returned from foreign library schools they found few positions in which their new professionalism could be recognized and practiced. But soon they learned to seek institutions and leaders with modern ideas to provide the moral and financial support and the freedom needed to practice what they had learned. Slowly, they began to locate such men and such positions and to become part of the library scene. With these small beginnings the modern Iranian

---

[3]Slocum, op. cit., p. 26.

[4]U. S. International Cooperation Administration, Report of the Survey, University of Tehran, June 1958. Los Angeles, University of Southern California, 1958. p. 52.

library era got underway.

By the early 1960s the British Council and U.S. Information Service had established small modern public libraries, and through U.S. AID assistance, the University of Tehran School of Business Administration had been started with a small modern library and American librarians.[5] The Faculty of Agriculture Library at Karaj had been started by Hossein Daneshi, Library Returnee from Paris, and the University of Tehran School of Public Health under American-educated Dr. M. Mofidi hired Ali Sinai to develop modern medical library service. About this time, the university at Shiraz began planning its modern arts and sciences and medical libraries with University of Pennsylvania and Fulbright Commission assistance, and by 1965 had obtained Americans to direct them. However, Nasser Sharify, who returned from Columbia University to the National Library and National Teachers Training College was unable to locate support for his modern ideas so left to develop his career in the West.

Soon the number of Returnee librarians began growing at the rate of one or two each year. Mahin Tafazzoli returned from the Peabody Library School to develop the Ministry of Economy's Centre for Trade and Industrial Development Library, Evelyn Vartani returned from the New York Public Library to develop the Oil Consortium Geology Library, Lili Arjomand and Jamileh Mirtaghavi returned from Rutgers to the National University and USIS libraries, and Shahla Sepehri, a University of Southern California educated librarian, went to the New National University in suburban Tehran. Soon Lili Arjomand, with Her Majesty's blessing, established the Institute for the Intellectual Development of Children and Young Adults which included a modern public library system, international film festival and childrens book publishing unit. Other librarians developed modern ideas without going abroad, e.g., Nasrin Tajadod (Faculty of Medicine, University of Tehran), and Nasser Mazaheri (Community School), though each went to library school eventually. In this period, the Tehran American School began bringing over American librarians to direct its modern service, also.

During the 1965-66 year, several of the newly returned librarians and Margaret Hopkins, Fulbright Grantee, met to discuss desirable library developments. Out of these meetings came both the Department of Library Science and the Iranian Library Association. For the former, the group made several specific suggestions: the instruction level, the courses to be included, the Department's location, the language of instruction, and the person to be invited to organize it, Alice Lohrer, Associate Professor of Library Science, University of Illinois. All of these suggestions were novel and revolutionary, pioneering and controversial.

---

[5] Galloway, R. Dean. "Library Experiment in Iran" Library Quarterly XXX (July 1959), pp. 188-200.

By 1966, interest in modern librarianship had begun to gain momentum and significant events happened in rapid succession. The Iranian Library Association was founded and held its first General Assembly with Farangis Omid, recent Michigan alumna, as President. Then, the University of Tehran Centre for International Affairs opened with a very library-minded director, Manuchehr Gangi, and Shahla Sepehri as Librarian, and the University of Tehran Faculty of Education, Manuchehr Afzal, Dean, another library-minded administrator, hired Farangis Omid as Librarian. Finally, Central Bank Library reorganization began under Forough Goharian, and plans for the monumental University of Tehran Central Library building were approved.

So the library scene had already developed a strong forward thrust when Alice Lohrer, subsidized with a Fulbright Grant, stepped off Pan American Flight #2 at 22:00 on September 2nd, 1966, to start Iran's first library school.

Establishing the Department. -- The University of Tehran Faculty of Education was founded in 1965 by Manuchehr Afzal who had recently returned with an American doctorate and previously had been Assistant to the Chancellor. The Faculty was soon to become notorious or famous, depending on how you regarded it, as the University's most progressive and western-oriented Faculty with the Department of Library Science its most progressive and western department. Faculty members were western educated, western in viewpoint and methods, spoke English well, and were highly critical of Iranian education. From the first, the Department was fortunate in its affiliation with the University of Tehran--Iran's largest University with 20000 full-time students, its oldest, and most influential--now at least in modern terms, with the hospitable Faculty of Education, and further, with its location in Iran's largest city and leading publishing center providing several examples of good library service.

The Department was founded because the University felt the need to reorganize and staff professionally its own libraries and to provide professionals for the rapidly growing number of libraries of all kinds elsewhere in Iran. It was founded in the Faculty of Education in order to incorporate modern library philosophy and service into the education of teachers and to stress the librarian's teaching functions. The Department was the only library school between Ankara and Karachi, 2500 miles and 100 million people apart.

The Department's founder, Dean Afzal, worked out the difficult administrative arrangements to establish it, and to his strong interest and considerable under-standing of library Philosophy, Iranian librarians owe much. He was its staunch advocate and his interest in seeing the Department established properly was of crucial importance. Thru him the Department was able to develop its program with much freedom and good cooperation.

Alice Lohrer set up shop in Room 202, the best office in the Faculty building, and found that she already had a faculty consisting of Margaret Hopkins, American Peace Corps Volunteer Librarian Elizabeth Russell, and most importantly, several of the Iranian library Returnees mentioned above.

Now that the stage has been set for formal curricular Iranian library education and Miss Lohrer has made her entrance, the narrative will break with its strictly chronological order and take on a classified approach, the University of Tehran Department of Library Science receiving detailed attention. It will be concluded by describing the newer library schools now operating in other institutions.

Quarters. -- After its initial year, Room 202, on the south side of the building, grew to hold five gray and green metal desks, one each for the foreigner and the Iranian chairman, one for part-time faculty members, and two small ones, each with a typewriter for the bilingual secretary. Also, four locked metal filing cases held course work outlines and stenciled material as well as student and faculty personal files. Main distribution and supply shelves, portraits of Their Majesties, chairs for visitors, and a colorful Pan American Airways calendar completed the white and gray office in the four storey building. Several of the Faculty's classrooms seating 25 to 40 and a small practice cataloging room completed the quarters used in this relatively new and attractive, air-cooled, centrally heated building, on the west side of Tehran, half a dozen blocks from the main University campus.

This building was occupied for five years, until early 1971 when the Faculty moved to a similar but larger building nearby on the same street. There, the Department has the entire fourth floor with several faculty offices and classrooms at its disposal.

Library. -- The Faculty of Education Library provides modern service to the Department. It seats 5% of the Faculty student body and can shelve only a few more than its present 8000 volumes, of which 500 are "Z" materials. A Cento grant provided Iran's first collection of library science books, as selected by the Misses Lohrer, Russell and Mrs. Hopkins. Due to the inadequacy of the Faculty of Education Library book collection, however, in several courses a variety of libraries has been used to complete assignments: USIS, British Council, University of Tehran Central Library, Irandoc-Tebroc, School of Public Health, Community School, and others.

Until her retirement in 1970, Librarian Farangis Omid provided reserve, reference and circulation service in an open shelf library with reading room tables and a dozen private study carrels. Two Norwegian Peace Corps Volunteer Librarians assisted her during the 1967-70 period, and several full-time clerks have worked in the Library each year. The Library of Congress classification and printed cards have been used, as well as several kinds of modern equipment. In some ways, the Library has been an Iranian model and most library science students have spent many hours there. Farideh Mamdohi is the present librarian.

Administration. -- A total of six people, including four Americans and two Iranians, have had the title of Department Chairman, Persian Chairman or Acting Chairman: Alice Lohrer (1966-67), John Harvey (1967-1968), William Jackson (SUNY Library School, Geneseo) (1968-69), Farangis Omid (1969), William Chait

(Dayton Public Library) (1969-70), and Farkhondeh Saidi (1970 to date). Though he had no official University status, for the first three and a half years the Chairman was the Fulbright Professor who taught a reduced load. Departmental administration has changed somewhat as the chairmanship has changed, some chairmen being much more active and experienced than others. Obviously, six leaders in four years is rapid turnover, even though there has been some overlapping of terms. School librarians Ida Occhino and Jessie Parsons were additional full-time Fulbright professors in 1967-68, and Vail Deale in 1970-71. The Curriculum Committee has served as a steering committee of considerable value to the Chairman.

Probably Departmental administration has been conducted on much more democratic lines than that of any other University department, though all major decisions have always been made by the Dean. During Miles Jackson's tenure, Faculty Council by-laws were adopted giving the facbity much authority over its own activities, though always subject to the final decision of the Dean and other University authorities. However, when Dean Ali Kardan took charge in the winter of 1969-70, in accordance with University regulations, these by-laws were canceled and only full-time Iranian faculty members given authority to make recommendations to him, part-time faculty members becoming advisory only.

Faculty business meetings have been held on a monthly schedule. Normally, the group has gathered at the Faculty of Education, in members' homes, or at the Tehran Book Processing Centre. Until Nowruz, 1970, meeting minutes were written in English by the faculty secretary and distributed to all members.

Departmental tuition and expenses seem 450 tomans or $60 per semester. Students have seldom been required to purchase textbooks, because of the difficulties in ordering them from abroad, rapid faculty turnover, and the sparsity of Persian material.

Such activities as admissions, counselling, placement, course scheduling, faculty meeting agenda preparation, faculty and student recruitment have been in the Chairman's hands. Counseling has included advice on course work, scheduling, study habits, and career development. At various times faculty and student evaluation forms have been used to provide a record of opinions, useful in faculty and administrative counseling. As soon as a student is accepted, a Departmental record folder and a placement form have been established for him.

Grades run from A thru F, and the grade average required for graduation was C or 2.0 until Dean Kardon took office, whereupon it became a B average. On the graduate level, about a third of the students have averages of B or above, about half between C and B, and the rest below C. A semester honor roll has been published twice a year. Only one student has graduated with a perfect grade average, Shirin Taavoni. The dropout rate is quite high for those with grade averages below C.

Faculty. -- The faculty has been selected from among the most capable Iranian librarians, the group of "Young Turks" behind ILA, Irandoc-Tehroc, and most of the other progressive library developments. Altogether, 12-15 Iranians have taught in the Department, most of them American library school graduates, two from the U. K., one each from the Canadian and Paris library schools, and recently two from Tehran. Most have taught part-time, normally six or seven of them each semester. Almost every leading librarian has been either a faculty member or an occasional lecturer, and several of them would have been quite successful in American librarianship. The vigor of this group has brought Iranian librarianship a long way in a few years. Having local access to most of the country's best library talent has been a fortunate aspect of the faculty development program.

Such faculty members as Ali Sinai (Iranian Documentation Centre), Farangis Omid, and Hossein Daneshi (Iranian Documentation Centre), have taught from the beginning. More recently, they have been joined by two of the Department's more respected graduates, Pouri Soltani (Tehran Book Processing Centre) in cataloging, and Farkhondeh Saidi (full-time) in book selection. Other Returnees have been added, such as Nouchine Mohaghegh from McGill University (full-time), and Yaya Doostdar from Peabody. Several others have taught for shorter periods. As a whole, the present teaching group includes two persons with doctorates and all the rest with library science masters degrees or the equivalent.

The Department has used ten foreign faculty members, all Americans, all teaching at the graduate level, most of them full-time. They have ranged from Peace Corps Volunteers (2) to librarians with national American reputations, such as Alice Lohrer and William Chait. The team teaching of the first two years, in which an American and an Iranian shared each class, gave way to solo teaching as the number of classes grew.

Several faculty members have been tried and found wanting, for various reasons. Locating young, vigorous, well-read librarians who know their subjects thoroughly and can teach them well, who will work hard at teaching, are willing to assign outside reading and to give inferior students low grades, has always been difficult. Complicating the problem is the Iranian student's openly expressed preference for foreign instructors and his continual criticism of his countrymen as faculty members.

In the near future, the Department hopes to send several of its best full-time faculty members to the United States for doctoral level course work, though the refusal of most American schools to accept doctoral students lacking American Masters degrees creates a difficult problem. While abroad, their salaries will be continued and eventually they will return to provide leadership for future generations. The Department's future will depend much on the caliber and number of these full-time Iranian faculty members and on the interest and wisdom of the Dean.

The full-time bi-lingual Department Secretary has been a fixture since the Fall 1968, the only Faculty of Education department with its own secretary.

Teaching Methods. -- Lectures, class discussions, films fibld trips, oral reports, outside lecturers, written exercises, panel discussions , outside reading, quizzes and examinations are the teaching methods used, with the first named being most popular. Although writing in English is difficult for the students, some bibliographies and term papers have been assigned. Oral reports are memorized and repeated verbatum. Finding the appropriate instruction level has been difficult as has been guaging the students' learning capacity. A few instructors have taught on a junior high school level, others on a graduate school level, or whatever level they were accoustomed to. One of the foreigner's distractions is the constant undertone of comment sotto voce in class as students explain things to each other while the lecture procedes.

Any quiz or examination throws the students into a frenzy because they are accustomed to only one per year of crucial importance. When asked, "thought" questions, they are non-plussed. Unless English language examinations are made extremely simple, students write them poorly. Getting students to think about local applications of ideas is difficult.

Class note-taking is easier because Persian is already a kind of shorthand, but students have no experience in outlining topics or selecting essential principles. They have had some difficulty in adapting to modern instruction without using a common textbook, also. Although most try to take notes verbatum and to review by memorizing all words of assignments, some are learning more modern ways. In order to get all students to attend class and hand in papers promptly, it is necessary to be very firm.

Originally, English was chosen as the language of all instruction-lectures, readings, reports, and examinations--because the senior instructors were American Fulbright Grantees who taught in teams with the Iranians expected eventually to take over all administration and instruction. This approach was found to be more practical than the use of interpreters, since no Persian terms existed for many library science words, good interpreters were hard to find, and Iranian librarians preferred to be instructors rather than interpreters. Finally, there were no useful Iranian library science materials, and without at least a reading knowledge of English, the students would be greatly handicapped. By 1968-9, however, the only English lectures were being given by the foreign instructors, so now, the Department no longer offers an English language curriculum. Both students and faculty members have always been much more at home in Persian than in English. Further, there has been strong pressure from many sources to use the national language in all aspects of instruction. A University of Tehran Central Library committee has developed a glossary of Persian

library science terms and faculty members are free to use the English term in class when no Persian equivalent exists. As soon as the foreigners leave, [redacted] lectures will be given entirely in Persian. Outside reading is still assigned in English, however. When sufficient Iranian library literature is available, instruction of all kinds in both Bachelors and Masters programs will be in Persian.

Curriculum. -- The Department offers two separate curricula, an undergraduate minor and a graduate major. The older of the two, a two year curriculum requiring 36 semester hours, leads to a Masters degree and was outlined by the planning group whose meetings preceeded Miss Lohrer's arrival. Their suggestions were organized into a graduate curriculum and voted formally into existance by the faculty in December, 1967. This curriculum includes courses in library and society, administration, book selection, cataloging and classification, reference work, school, public, academic and special librarianship, childrens' and young adults library service and literature, audio-visual aids, information science, internship, Masters paper, and remedial English. Ten courses are offered at the [redacted] level and [redacted] at the graduate level. Three are called intermediate or advanced courses.

Graduate internship is given in any of seven or eight well organized local libraries for 180 hours of practice under the close supervision of a leading professional librarian. Sometimes there is the problem of getting the supervising librarian to treat the intern as a student rather than as free labor, however. The Masters paper is a supervised exercise in data collection, analysis, and report writing, and has led to the completion of several useful reference books. Remedial English is strongly recommended for the students who need it, arbitrarily defined at about a third of each entering class.

This curriculum was planned to combine the best features of American library education with the needs of Iranian librarians and closely resembles that of a small American library school. Perhaps this is to be expected with American backgrounds so common on the faculty. Developmental curriculum ideas are carried out. Each graduate course meets once a week at 16:30 for three hours and certain undergraduate courses meet at 14:00.

Assigned reading comes from major American and British sources familiar to students in those countries. While the amount of required outside work varies greatly from instructor to instructor, a standard of three hours per week for each hour spent in class has been established at the graduate level and two hours per week at the undergraduate level.

An undergraduate minor curriculum was developed in the early Spring, 1968, and the first students were accepted in the Fall of that year. It was introduced in an effort to prepare students for positions ranking between the technician and Masters levels. Many undergraduates in education and other fields were expected to enroll in this program to develop teacher-librarians and public library assistants. From the beginning,

lectures have been in Persian and outside reading primarily in English language material. But since the students' reading ability and willingness to do outside assignments in a foreign language is much smaller than that of graduate students, assignments are quite short.

Four core courses (12 semester hours) are common to both graduate and undergraduate curricula, then the undergraduate takes four more courses concerning audio-visual materials, childrens and young adult materials, service in the four major kinds of libraries, and 120 hours of internship. ~~One~~ most undergraduate obtain a major in education, also. Undergraduate students are bright and well motivated, and many are already employees of the Ministry of Education.

The summer session is relatively small and unpublicized. The tuition rate is higher then, also. Summer University course work is directed toward students who need make-up courses and enrollment drops to a fourth of its winter level, or lower. The Department has offered several courses each summer, however, and enabled a number of students to graduate a semester early, though no new students may enroll for that session.

Fortunately, Miss Lohrer left extensive files of course syllabi and other duplicated material, some of which has been used by her successors. However, in his attempts to coordinate the curriculum, the chairman has had difficulty in getting more than brief course outlines from the faculty. Regretably, the University is still so conservative and decentralized that sending students to take course work in other Faculties or accepting students from them is ~~impossible~~ difficult.

In view of its Faculty of Education setting and its strong student representation from the Ministry of Education, the Department might be expected to emphasize school librarianship. However, it does not, and in fact, the graduate curriculum is designed to provide a good introduction to all kinds of librarianship without specialization, and recently the time allocated to school and childrens work has been reduced even further. There are several reasons for this. Public school teaching does not rate high as an Iranian career choice, the typical teacher working half time for a half time salary. The teacher shortage is severe. Many library science students from the Ministry of Education hope to move into special library or university employment. Furthermore, there are no Iranian professional school or childrens library positions. The undergraduate curriculum, however, does give some emphasis to school librarianship.

Recruitment and Admission. -- Of course, word of a new library science curriculum always travels rapidly through book and library circles and attracts new students, but at Tehran the most successful recruiting device has been an advertisement in the Persian language newspaper. In addition, a Department recruiting leaflet was printed in quantity in 1969, and Tebroc, Irandoc, and the University of Tehran Central Library

have sent college graduates to the Department.

A bachelors degree is required for admission to the graduate program. Screening has been accomplished thru an English language examination, recently the Michigan English Test, which has been required also of all other admission applicants to Faculty of Education graduate study. An interview with the chairman is required, and in 1967-68, the Persian language examination taken by other Faculty of Education graduate study applicants was added.

Careful examination of records has shown the Michigan English Test to be the best discriminator in predicting graduate student success. It is superior to undergraduate grades and the Persian language examination, though previous library experience is the second best discriminator. The Michigan passing score has been 55%, low by most standards, but by careful examination of academic records it was found to be high enough to screen out those students who would probably not graduate. New students are accepted twice a year.

The number applying has ranged from 150 in the Fall of 1966 to a low of three (no advertisement), and back to 120 in the Winter, 1970. ~~With the Winter 1970~~, With the Winter 1970, enrollment was restricted in number for the first time so no students were accepted with less than an undergraduate B average. In fact, the average student in 1966-67 had a C average in undergraduate work, but his successor in 1969-70 had a high B average. Previously, about 50% of the applicants passed admission examinations, but recently this has declined to 15%, not due to declining scores but to acceptance of a smaller class, because of crowded physical facilities. A stiffer admission requirement has improved student ability and should reduce student mortality, also. Previously, the drop-out ratio of students leaving before graduation was at least 50% for each class.

Students accepted are required to visit the University Registrar, the bank, and to submit to the Faculty Registrar an elaborate list of diplomas, police clearance, draft clearance, tuition and fee receipts, photos, etc. before admission is complete.

Undergraduate admission requires acceptance into the University, about one in twenty applicants being successful, then acceptance into the Faculty of Education, not everyone being accepted there either. Undergraduates are enrolled in library science courses only after they have achieved sophomore or junior status. While perhaps superior to many graduate students in native intellectual ability, the undergraduates are much younger, even more inexperienced, and greatly inferior in English knowledge. However, they have one advantage over graduate students--they spend the day in the Faculty building and are readily available there at any time, while most graduate students appear at 16:00 each day.

In general, student-faculty relations are very good, closer and more friendly than those existing in many University departments. However, it is difficult to get

rid of a student who wishes to stay, involuntary separation for scholastic or psychiatric reasons, for instance, being almost unique, though two such students were separated in 1967-68.

Student Body. -- Enrollment has grown from a single class of 35 in 1966 to 105 in 1970, 55 graduates and 50 undergraduates, the latter being mostly upperclassmen. Apparently, both the faculty and the student body are among the largest in Asia.

In its inaugural year the Department tapped a student market which had been waiting anxiously for several years. Both practicing librarians who had long wished for a graduate curriculum and others having good English skills and wishing an opportunity to use them in obtaining graduate degrees were attracted to the first class.

Probably motivation for graduate library science study is much the same here as in western countries, though the government civil service salary benefits from the Masters degree may attract even larger numbers. Of course, there is always a proportion of students enrolling just to try out something new with the hope of locating an easy route to a Masters degree and a higher salary. Those without experience are almost completely ignorant of even the most obvious ideas about modern librarianship, perhaps never having visited such a library. Diffidence, suspicion, innocence and fear are common personal characteristics, probably shared with most Iranian graduate students.

The students differ from American graduate library science students in several other ways, also. They are less curious, imaginative, intellectually oriented, scholarly, hard-working and self confident. More often from upper class or professional families, and more often interested in doctoral work, many are willing to live abroad indefinitely. Outside study is assumed to be unnecessary until its importance is proven, and homework is copied from other students without hesitation.

Most of the graduate students work in government positions for 20-40 hours a week, are in their late twenties or else their thirties, have bachelors degrees from the University of Tehran, half have had previous library experience, and three fourths are women (among undergraduates, ~~three fourths~~ 5/6 are men). Half are Ministry of Education high school English teachers, the others are employed by another ministry, or by a university, often in the library. A few of the students have come with Masters degrees in other fields and three have come with doctorates. Few have come from the provinces though most of the provinces have been represented at least once. Many have lived abroad for a period of time. Only 5% have majored in the sciences, perhaps 15% in the social sciences, 15% in Persian literature, and the rest in English. There is considerable range in ability. The poorest are the most abject and pathetic of students, especially when they try to bluff their way to less work, but have been flunked out in large numbers. Other are excellent. On the other hand some of the prettiest

girl library school students in the world have been in the Tehran student body. These students have come from many areas of endeavour: an army captain, airline staff member, Youth Palace director, translator, actress, housewife, high school principal, researcher, student, businessman, airport control tower operator, art gallery manager, fingerprint expert, and a parliament member.

To increase student involvement in Department affairs a student club was formed in 1967-68 with officers and projects. It brought student suggestions to the Faculty Council and even a student representative attended faculty meetings. Several useful projects were carried out, including a student newsletter, directory, manual, placement information, a lecture series and even student picnics. However, such an organization's success always depends on the enthusiasm and ability of the student officers and their advisor, and with annual turnover of chairman and advisor, continuity has been impossible to maintain. Afsar Mansourzadeh was the most effective of the group's chairmen.

Placement. -- In 1967-8 the Department started Iran's first library placement service which provided the opportunity to match librarians and positions on a systematic basis. By the Spring, 1968, the Department listed 70 requests to fill vacancies, though it was unclear whether or not they were always backed by vacant positions budgeted at a professional level. Since then, no figures have been kept but requests have been received to fill about fifty vacancies a year, ~~with other vacancies being available also.~~ Tehran graduates have quadrupled the number of Iranian professional librarians.

Placement has been handled by the chairman with help from other faculty members. Calls or letters are recieved from agencies needing librarians and an attempt is made to send them prospects to interview. The percent of successful placements is very low, however, perhaps 2% of the recommendations being made successfully. The degree to which the Department has been active in placement has depended greatly on the current chairman. Tebroc has done much placement work also, in conjunction with its consulting work.

Three institutions have monopolized the graduates: Pahlavi University with three, the University of Tehran with seven, and Irandoc-Tebroc with eight, making up almost 50% of the alumni group of forty. However, Pahlavi University maintains a salary differential between the graduates of foreign and of Iranian universities which works against the Department.

All of the vacancies have been in university and ministry positions, none in school or public libraries. Beginning salaries have averaged about 2200 tomans per month, $270. Five graduates have been placed in the provinces---three in Shiraz, one each in Tabriz and Mashhad--and all the rest in Tehran. Regrettably, only one of those in the provinces seems satisfied to stay there. Some have remained

in the library positions they occuppied when admitted to the Department. Others have moved from another position into a library position, and still others have switched library positions. The ratio of these three catagories is about a tenth, two thirds, and a fifth. Two thirds of the alumni work as assistants, the other third head their own libraries. Very few work in conservative or traditional libraries. Many of the alumni need close and capable supervision for several years before they can work successfully, but few of them receive it since some become head librarians and others have more experience or understanding than their supervisors.

Workshops and Lectures. -- The inauguration of a formal curriculum did not lead to cancellation of the workshop and public lecture methods of library education. Several workshops have been held in Tehran each year and one has been held in Mashhad. They have been sponsored by the Ministry of Education, Ministry of Culture and Art, University of Tehran Faculties of Medicine and of Business, and by Tebroc. In all but the first, faculty members have played important planning or lecturing roles. Usually, these workshops have been offered for several weeks in the summer, to audiences ranging from 30 to 150 people and consisting primarily of high school graduates heading small libraries.

For several years the Department sponsored a monthly lecture and panel discussion series, open to the entire community and dealing with currently controversial topics. Occasionally, visiting librarians were featured. Audiences averaged 40 people. The Department fulfilled a leadership role in providing continuing library education on topics of current concern, as might be expected of a Tehran Library Club.

For the past generation, then, some form of library education has been available in Iran. Now, at Tehran and elsewhere, it is available for secondary school graduates, undergraduate minors and majors, and graduate students, a wide spectrum, though admission to two of the programs is quite selective.

Publications. -- The Department has published nothing except internal documents, but several of its Masters papers have been published by other agencies, mostly by Irandoc, many of them being first-of-a-kind Iranian reference material. They include a series of directories of Iranian libraries, [illegible] directories of Iranian periodicals, newspapers, and a bibliography of Iranian librarianship, [illegible] In the Winter 1967-68, when Master paper topics were first being chosen, the topics listed above were selected in order to begin producing basic reference works. The Department has been the primary source of Iranian library science and reference manuscripts.

In spite of much conversation about its urgency, the Department's attempts

to secure translations of useful Latin language library science material have been unsuccessful. In fact, very few library science translations have been published under anyone's auspices. This failure increased the importance of English language reading ability while it was being de-emphasized in the curriculum. Perhaps it should be pointed out, also, that other countries have had the same difficulty, for instance, Turkey, after two decades of formal library education having produced little more than Iran.

Consulting. -- A great deal of consulting has been requested of the Department, and faculty members have prepared reports to guide a variety of education institutions and government ministries. One of the traditional ways in which the foreign faculty members, particularly, have tried to be useful was by bringing their "expert" knowledge to bear on specific situations and writing recommendations to aid library development or new building construction. William Chait was notably active in library consultation.

In five years the Fulbright team has prepared fifty reports, five hundred single spaced pages worth. In all cases a written or oral request was made by the head of the library's sponsoring agency and a written report presented. Most of the reports assumed a five year implementation period, though some required only floor plan implementation and furniture construction. Since getting a report became a fad, sometimes with several in process at once, often there was some delay in completing them, and several times this brought complaint from impatient institution heads. The foreigners did their jobs satisfactorily and fulfilled their obligations by presenting creditable reports, but only preliminary results can be evaluated from the libraries themselves.

In many cases there has been no information available about the report's reception, no acknowledgement, no thanks, no questions, no session for discussion, no request to translate. On the other hand, in a few cases, they were certainly read completely and the surveyer was asked to explain portions of them. In other institutions there was both understanding and interest, but no budget available. In still other cases questions were asked for clarification and attempts made to hire a librarian to carry out the recommendations. A few libraries began operation in institutions which had none before. In several cases, most floor plan and equipment recommendations were carried out. In certain superior institutions the report was discussed extensively and steps taken to carry out many of its provisions with good understanding of their implications.

Most reports were prepared in English for English-speaking administrators and librarians. Even so, sending a Persian copy would have improved the chances of gaining their attention, since they probably had difficulty getting thru all those pages of English, even if they were American college graduates. Of course, the

report provisions were expensive for an Iranian library to carry out and usually suggested several additional staff members. Furthermore, at least one or two fiscal years were needed before financial allotments could be requested, approved, received, and spent. Personal and continuing assistance from the Department in carrying out report provisions could not be arranged, though certainly some help was available.

Often the report's success seemed to depend on the institution's readiness to adopt western viewpoints and customs. If the institution's head was eager for modern library service, had some understanding of it, was willing and able to finance it, and could hire a capable professional librarian, then chances for successful implementation were good. Probably, the Department's most successful consulting was carried out with the Ministry of Science and Higher Education, the Cento Scientific Secretariat, USIS, Esphahan University, and Jundi Shahpour University. Usually, this occured in newly created institutions with young, western-educated heads. In some cases, however, the report may have been requested merely (1) to take advantage of a free consulting service, (2) to impress the administrator's supervisors, (3) to try to locate an easy way to develop the library, (4) to flatter the foreigner, or (5) as a passing whim.

One of the perplexing questions was whether to Persianize the report or to "play it straight." Should the foreigner "water it down" or tell the truth about needs? Should he introduce modest ideas subtly and suggest that perhaps they might be considered? Persianizing was recommended so the Iranian administrator would not be shocked by the blunt array of books, money, personnel and administrative steps needed, would read the entire report, and carry out at least some of its recommendations. The opposing viewpoint was that the administrator who could not appreciate a straight-forward and honest report probably would not appreciate the subtler one either, and further, in only a few months the foreigner could not understand the Iranian mind well enough to Persianize the report successfully. So the straight-forward approach was recommended as more natural for the foreigner. In the words of one Iranian administrator: "Give it to me straight and I'll decide what to do with it".

As a corollary, it might be added that Iran has a long tradition of requesting such reports, sometimes even paying for them, and then putting them in a file without carrying them out. And of course several of these institutions requested the next western librarian who came along to prepare still another free report on the same subject.

Finance. -- There is no Departmental budget nor any publicly released statement of expenditures, so financial statistics must be approximated. The part-time teaching salary for one course for one semester is [illegible] Rials or $2[illegible] @ 400 Rials

(or $5.30) per hour spent in class. An average of six persons teach part-time each semester times 19200 Rials each, totals 115200 Rials per semester or 230400 Rials per year. Summer teaching costs only about 38400 Rials for two part-time instructors. A full-time teaching salary is 37500 Rials or $500 per month. Expenditures for full-time teaching run about 150000 Rials per full-time instructor per semester times two such instructors equals 300000 Rials per semester times two semesters, total 600000 Rials. The Secretary's salary is 115200 Rials per year. The Fulbright Professor's salary is about 1000000 Rials per year, of which 800000 Rials is donated and 200000 Rials is paid by the University. Therefore, the grand total annual labor cost of part-time, summer, full-time, secretary and Fulbright employees is 1984000 Rials or $26500.

The cost of materials, such as stencils, stationary and other supplies is about 15000 Rials per year. Office equipment has averaged 13000 Rials per year, library books purchased have averaged 370000 Rials per year, most of it American-Cento money, donated. There has been no money for travel, hospitality, research, or scholarships. Miscellaneous may include 75000 Rials per year. Therefore, total annual non-personnel expense is 473000 Rials or $6200.

The above figures make a grand annual total of 2457000 Rials or $33000, of which about 45% has been donated by the USA. Since the American generosity is almost ended, when the last Fulbright Professor leaves expenditures may settle down to much lower annual totals, perhaps about 1500000 Rials or $20000, with the present faculty size.

The Department has been the beneficiary of foreign assistance from several sources, though no private foundation support has been received. In 1967-68 several American publishers and libraries contributed books and serial subscriptions to the program. Probably, total outside donated 1966-71 support equalled about $95000 from Fulbright grants and Cento book funds, all American, plus $800 in donated subscriptions, reference sets and other books, mostly American. This totals $96000. In contrast, the undergraduate library science department at Ankara University received $232000 in assistance, 1950-58, again mostly American, but it served a larger enrollment.

Evaluating the Department's Success.-- Certain foreigners have said that the Department of Library Science was started too soon, that Tehran was not yet ready for all the complications and limitations of modern formal graduate library education. They may still be true, or may not be, but an attempt will be made to evaluate the Department's progress.

One way to carry out such an evaluation is by examining the Department's record of placing graduates in professional level positions especially in those of some importance to the Iranian library world. While it is very early to make such an assessment, the alumni's services seem to be in considerable demand, since the number

of vacancies has always greatly exceeded the number of people available. In fact, most graduates have obtained their positions while still library science students.

Several graduates now occupy positions of more than average prestige. Pouri Soltani is both a part-time Department instructor and also Chief Cataloger, Tehran Book Processing Centre, supervising the largest catalog department in Iran. Feri Saidi has become a full-time Assistant Professor in the Department and serves also as Acting chairman, 2730. Parviz Azem is Librarian, Pars College, and has been offered a university library directorship. Abazar Sepehri was Acting Chief Acquisitions Librarian, Tebroc, supervising the largest acquisitions department in Iran, and is now a teaching Assistant in American library school, Lily Kamgar Parsi is Librarian, Ministry of Economy Centre for Trade and Industrial Development, a well organized library, Nasrin Tajadod is head of the large University of Tehran Faculty of Medicine Library, and Afsar Mansourzadeh formerly headed the Pahlavi University Medical Library, now is an American medical reference librarian.

Another way of evaluating library school success in an underdeveloped country is to check recognition in countries where libraries are older and better established. The only opportunities for such evaluation have occured when graduates have applied for admission to Advanced Certificate programs in American library schools, programs normally open only to American Masters degree graduates. ~~three~~ Four such occasions have arisen, and in all ~~three~~ four, the sutdents were admitted. Three of the students, Mrs. Saidi, Miss Mansourzadeh, and Mrs. Musavi have completed the program successfully. So far, one graduate, Miss Mansourzadeh, has been admitted to ~~a~~ American doctoral program.

There are ~~several~~ other indications of success. On several occasions, the existance, services and important role of the Department have been discussed with such high ranking officials as the University Chancellor, the Minister of Science and Higher Education, and even with Her Majesty Queen Farah, with favorable reactions. Recently, the University has given the Department official status and appointed ~~two~~ three full-time faculty members. Certain chief librarians who were once its critics now seek eagerly to hire its graduates, and with ~~little~~ only minimum accomodation it has been able to withstand the bitter and continuing criticism of its enemies and even to prosper. The four current Iranian Library Association officers consist of one faculty member (Sinai), two graduates (Tajadod and Azem), and one person who is both (Saidi). The Department has continued to attract students, even after its novelty has worn off. It was influential in establishing the Iranian Documentation Centre and the Tehran Book Processing Centre. Several of the Department's faculty members are now among the highest paid and most prestigious librarians in Iran--Sinai, Soltani, Mohaghegh, Daneshi and Omid.

The Department has attracted some regional interest and international publicity, and two foreigners have been admitted, the language barrier probably screening out almost all but Afghans and naturalized foreigners. Clearly imitative and complimentary is the establishment of two

additional Iranian library science departments.

Increasing numbers of Iranian ministries and colleges are eager to establish new libraries, to use western style cataloging and classification, to obtain American and British books, and even to display their material on open shelves. Consulting has increased as ministries and colleges have recognized the need for modern library service and the superiority of the Department and Tebroc as sources of consultants. There has been increasing demand for advice as libraries have improved, many library positions have been established, new tax support obtained for public libraries, several new buildings and quarters planned or built. The Department's western library revolution seems, so far, to be successful, and it is influencing Iranian librarianship strongly. In fact, libraries have even become fashionable.

Problem Areas. -- While the Department has had some success, its opponents have been numerous and active. Criticism is common in Iran, and the more successful a new enterprise becomes, the more worried and jealous do its observers seem to become. The Department was begun amid heavy criticism from deans, chief librarians, persons in both high and low ranks. The idea that library education should be on a graduate level, in a faculty of education, taught by foreigners, in English, with foreigners in charge, without glorifying ancient Iran, and thru a western-style curriculum, all brought much criticism, some of which is still heard. The way of the pioneer, the revolutionary, is hard everywhere, especially in a conservative occupation like librarianship practised in an ancient, tightly organized and competitive society like Iran.

When the Department required its students to do outside reading, even to hand in written assignments, there was amazement and bitter complaint. Humanities majors and conservatives required to take information science were critical. When inferior students were sent away and told unofficially not to register, there was criticism. When no course in Persian manuscripts, the Arabic language, or Iranian history was taught, there was criticism. Reports which recommended library expenditures on a modern level were criticized. Every student with a low examination grade became a critic. Several people even criticized Miss Lohrer.

Of more practical concern to the faculty, however, have been the following criticisms made within the Department:

a) While satisfactory as a birthplace, Departmental quarters became too small. The building's rooms were always been too noisy and most of them poorly lighted as well. The cataloging laboratory was too small; so was the Library. And it was common in universities for the heat to go on Azar 10th and off again Farvardin 1st (December 1st (December 1st-March 20th), no matter what the weather, forcing foreigners to hold classes in their apartments. Regrettably, though the Department has somewhat more space in it new locat was of the criticisms given above apply there, also.

b) Though the Department's library facilities are among the University's best,

that is saying little, since, for instance, current library science serial subscriptions equal no more than eight or ten titles. In every way, library facilities are too small in the new building. The Cento grant for library science books, received early in the Department's history, was cancelled before more than two thirds of the money was spent. Also, many of these books were retained in the Central Library. The Faculty's own budget for new materials has been almost zero, and few back files are available. Even essential textbooks cannot be purchased.

c) The program has had poor continuity. The annual turnover of foreign chairmen caused each one to pass thru an initial orientation period of several weeks or months before he became effective. Each one discovered changes to recommend, so revisions were argued about and some of them made. The mind-changing which this represented was rather confusing and did not increase the Department's stability. Faculty turnover, particularly among instructors teaching the same course, has been high, reinterpretations numerous, and not always improvements. Also, many of the essential records showing the policies and practices of the Department's first three years have been lost. With the switch to Iranian leadership, however, continuity should be improved.

d) The conversion from foreign to Iranian leadership has gone thru three stages: foreign leadership, 1966-68; shared leadership, 1969, and Iranian leadership, 1970 to date. During the first two periods the entire faculty met regularly to discuss and decide and the dean gave final approval. Since the third stage started, several faculty meetings have been held, but most of them have been in Persian, and though foreigners continue to teach they have been barred from some of these meetings and their advice has not been sought. The foreigner's language handicap, his ignorance of the Iranian bureaucracy, and his Iranian colleagues self confidence have greatly outweighed the usefulness his advice might have had. Satisfactory foreigner-national faculty membe relationships have been difficult to establish in teaching and have never been established at the chairman level where the foreigners have either been solely in charge or else largely ignored. Iranian instructors have not generally requested very much advice from their foreign counterparts. It is not easy to calculate either the foreign faculty members temporary usefulness or the long range effect of their presence, but probably the former is greater than the latter.

As it has grown a little older and Iranians have been given more control, there has been a deceleration of certain aspects of the Department's program. Perhaps this is typical of such foreigner-national conversions, and is due primarily to the latter's inexperience. Liaison with students, length of outside English reading, publication of student manuals, Departmental social events, counseling, consulting, planning, placement, level of work required and level of Masters papers are activities which

have been reduced in scope or else suspended. Since the foreign administrators have been replaced only by part-time Iranian administrators, perhaps this is not surprising. This is not to say that there are no strong administrators in Iranian librarianship, just that they have not yet been attracted to library education administration.

Often other sources of advice have been ignored also. It has been surprisingly difficult to keep intact files of faculty meeting minutes, course outlines, faculty and student evaluations, consulting reports, and other memoranda which would normally be useful to succeeding faculty and administrative groups. On the other hand, the presence of relevant records, books and persons has not necessarily lead to their being consulted, so often they were of little use.

Certainly several improvements have resulted from the conversion, also: the Department is now in Iranian hands where it belongs, conversations with students and faculty can be held in their own language and by someone who understands them well, communication with the non-English speaking dean and other administrative officers is faciliated, the foreigners' role is now more nearly what the Iranian prefers, that of the traditional advisor, and Iranians are obtaining library education administration experience.

e) For several years, a primary problem was the lack of a full-time Iranian faculty member, but that lacunae has been filled, though there is still no senior level full-time Iranian faculty member. Faculty quality is surprisingly good nevertheless, probably better than that in many Asian schools. However, it can hardly be called outstanding, primarily due to inexperience, lack of adequate preparation time, foreign experience in good libraries, and opportunity to develop leadership qualities before being thrust into leadership positions. Undoubtedly, all of the present group will improve with experience, more graduate education, and exposure to capable foreign prototypes. Already several of them are strong in one or more aspects of a faculty member's responsibilities, for instance, one is a well-liked teacher, another grades quite fairly, still another knows his subject well, etc.

f) While bilingual secretarial help has been available in adequate quantities, at one time up to 60 hours per week, its quality level has varied greatly. Without good quality bilingual assistance, the work of both foreigners and Iranians is greatly handicapped.

g) Enrollment has not grown markedly at either graduate or undergraduate level. The provinces still contribute few students and the social sciences and sciences are poorly represented. Unless enrollment increases, the shortage of Iranian librarians will continue. Probably a solution to the space problem will be needed before enrollment can grow. While entering grade averages have risen, the impro-

vement of student body quality requires other changes, also. For example, only one or two men who seem capable and forceful enough eventually to command leadership positions have been graduated.

h) Stiffer admissions may merely intensify a problem already bothersome, that of the students who graduate but do not seek a library position, most of them high school English teachers. So far, this proportion has reached 25% of the alumni group of fifty three, with still others having sought library positions without locating one suitable. The difficulty of transferring out of the Ministry of Education and the lack of salary advantage to be gained by switching to a library position have discouraged several library career moves.

i) The Department still offers library education for only a select few people. It provides nothing for the technician level worker and its admission practices are very restrictive at higher levels. Many persons now working in libraries cannot find library education. While this has its favorable side, few Iranians with poor English competance and mediocre undergraduate grades can see it. Essentially, the Department is educating elite graduate level administrators, and persons expecting to occupy lesser positions are poorly provided for. The undergraduate minor students might be expected to provide librarians for lower level positions, and in the future may be successful in doing this, but if they expect to be school librarians, they are preparing for positions which do not yet exist.

j) The translation problem remains serious and no plan is being considered to solve it. Nor are original library science textbooks of merit being produced. This is a difficult problem to solve in many countries, however.

k) The Department's production of research is zero and its effectiveness in securing the changes needed in library laws is also zero, Tebroc plans to work on both problems, but its success cannot be assured on either one, and the former problem should be primarily a Departmental responsibility.

l) Although several "F" grades have been given in recent years, there has always been considerable pressure not to do so. ~~In fact, recently two cataloging students were flunked by the instructor only to have the Dean change the grades.~~ Student political activity increases markedly against the instructor who gives low grades. It is difficult to maintain western standards in a University where eastern standards prevail and where some hostility is shown toward the new librarianship.

m) The Department has no written budget committement or statement, a common fault in Iranian higher education, but what is more important, the amount of Iranian money available is very small, and the American money is almost gone.

n) The Department has been criticized for encouraging talented students to study here rather than going abroad. Of course, the student body will never command respect until it contains outstanding students, and continuing to send such students

abroad will merely postpone its day of recognition.[5]

Do Tehran students receive a library education as good as they would receive in an American or British school? In some ways yes and in some ways no. There are many good arguments against graduate study in Iran. Academic standards are lower here. Though in some ways competition is stiffer, this occurs among much weaker students. The curriculum is small and to some extent borrowed from an alien culture, the adaptation problems not yet solved. The faculty and administration are inexperienced and moonlighting. The book collection is very small. There is no research, and the librarian's public image is poor. There is the language difficulty, the terminology difficulty, and the study habit difficulty. Finally, there are the serious social and inter-personal relations problems. This is convincing set of arguments.

However, on the other hand, certain things are provided for the Tehran student which are provided for him by no other library school in the world:

Only Tehran teaches in Persian.

Only Tehran teaches book selection and acquisitions in the country where it will be carried out.

Only Tehran teaches cataloging and classification of Persian materials.

Only Tehran teaches Persian reference books and bibliographies.

Only Tehran provides the experience of reading and discussing Persian childrens literature.

Only Tehran provides intern experience in Iranian libraries and Iranian masters paper research projects.

Only Tehran provides library applications to the Iranian administrative situations in which the students will eventually work.

Only Tehran offers an educational program within the budget of most potential students.

Only Tehran provides placement service in Iran.

Only Tehran provides the companionship, the educational and career advantages of schooling with classmates who will be fellow career professionals.

Only Tehran provides the opportunity to watch a new profession grow in one's own reborn land.

Only Tehran provides a curriculum at home.

---

[5] "A Library Education Policy for the Developing Countries", Unesco Bulletin for Libraries XXII (July-August, 1968), pp. 173-88.

Departments of Library Science In Other Institution. -- The University of Tehran is Iran's premier university, the goal of most university students. In the same way, its Department of Library Science dominates library education. Its student body and experience include more than half of all the students and longer experience than the other schools combined. Further, it has pioneered the way for later schools. Hence, the disproportionate amount of space it has received in this paper. However, several other colleges and universities have paid some attention to library education, now or in the past, and their activities will be described in the concluding section.

For several years, there has been discussion of an undergraduate library science major at Pahlavi University in Shiraz. The College of Arts and Sciences catalog has listed a course or two each year. However, such courses have not been offered every year, when offered enrollment was small, and usually no Iranian librarian has been available there to teach such a course. So the curriculum has never been developed. But the future presence of a capable teacher might encourage departmental development.

At Esphahan University, a Tebroc Planning Department suggestion was carried out in part, although no long range results were obtained from it. The suggestion was to fill staff vacancies by offering promising new Esphahan Bachelors graduates with good English an opportunity to participate in a work-study program. They would intern in the University Library during the summer and attend the Tehran Department of Library Science during the Winter. After two years, they would return to Esphahan with Masters degrees and take professional positions. In the Summer of 1969 several men students were recruited and put to work, but their English was insufficient for Tehran admission. As a compromise, they were given lectures and in-service training under Library Director Teimouri and other Esphhan professionals. But then they were drafted into the Army and the program ended

Iranzamin. -- At Iranzamin, the Tehran International School, a library technician program has been started. Iranzamin was founded in the Fall of 1967 as an English language K-12 private school with students from many countries. Enrollment is now 600. The Iranzamin Library has been developed slowly and contains about 1000 550 useful books on all subjects. In the Fall, 1969, Iranzamin secured Ministry of Science and Higher Education approval to begin course work in a junior college of business and library administration. At the same time the School was actively seeking a new campus, the Maidani Bisto-Char Esfand location being very crowded. All thirty students who applied for admission in the Fall, 1969 and took an English, Persian and general education examination were enrolled in the two library science courses offered, and an additional class was accepted in the second semester. Head of the Department of Library Science is Nasser Mazaheri, who serves also as Vice

Principal for Persian language instruction, as Iranzamin's Librarian, as instructor for one library science course each semester, and also as librarian of the National Library. Nasrin Tajadod also teaches there. The Department's primary textbook was written in Persian by Mazaheri himself, and it emphasizes cataloging and classification.

Originally, a curriculum resembling that of the University of Tehran Department of Library Science minor was adopted. Since Iranzamin's initial Ministry request was for approval of a four year college, however, the two year approval forced a change in curricular plans. Recently, the Tebroc Planning Department, acting in conjunction with the Ministry, has been advising Iranzamin on both its curriculum and its new library building plans. Iranzamin now lists the following courses: Persian literature and English language for four semesters, Latin typing for three semesters, psychology, and cataloging and classification for two semesters, all other courses for one semester--history of philosophy, administration, book selection, reference materials, childrens services, audio-visual materials, public and school libraries, and internship (200 hours in the summer).

Total semester credits equal 70, based on the assumption of one hour of class meeting and two hours of outside work each week for each credit. The student load may vary from 12 to 18 credit hours each semester. Tuition is 1000 Rials per credit or about $930 for the two year program.

Though lectures are in Persian, the Iranzamin students lack of English language facility and the lack of Persian library literature make it hard to cover outside reading assignments in modern material. Additional staff will soon be needed, the Department having no full-time employees and no clerical help of its own. However, Iranzamin does provide something previously missing from Iranian library education, an open door library technician program.

Tabriz. -- At Tabriz University in the Fall 1968, a Teachers Training College undergraduate library science major was started. Seventeen freshman students were enrolled in language and history courses that fall and another library science class was enrolled the following fall. Chancellor Taslimi was quite frank in saying that the Department was started in order to educate librarians for the Tabriz University Library staff. This program, like that of Iranzamin, was started without consulting the Ministry, the representatives of any other library education program, or any librarian. The Tehran Book Processing Centre was brought into the picture in the Fall 1969, however, when one of its staff members, Mahin Tafazzoli, was asked to teach there part-time. This led to a request for Tebroc to help Tabriz with its faculty recruitment and curricular development. Tebroc recommended considerable revision to bring Tabriz closely in line with the Tehran undergraduate program. There are no departmental quarters or clerical staff. The University Library

collection of 90000 volumes is just now being cataloged and is weak in bibliography and library science. Recently the Library has begun to decentralize, each Faculty being given the books in its own subject field.

The faculty consists of one Iranian graduate of the Tehran program, G. Tasbihi, one English Librarian, Mr. Scott, partially supported by the British Council, one Pakistan Librarian who worked for several years in Canada, Mr. Taieb, and one experienced Indian librarian, P. B. Mangla. All four men were hired during the past year to work primarily in the Library, only Mr. Mangla has had a prior library education position. This is certainly the most nearly foreign-dominated library education faculty in Iran and their experiences will be interesting to other foreigners. So far, no attempt has been made to compare the experiences of the Tehran and Tabriz foreigner groups. Though the students are studying English and interpreters may be used, the foreigners lecture in English and only Mr. Tasbihi can teach in Persian. Once the University has hired all the graduates needed, it will be interesting to see how this Department deals with the placement problem. No such provincial library placement program has been undertaken previously and it is clear neither how many graduates the University will feel that it needs, nor whether these graduates will receive professional, subprofessional or clerical positions and salaries.

A revision of the Tabriz program has already been proposed by Mangla.[6] If adopted, this will be its second major program revision in the two years of existance, reminiscent of the Tehran experience. This revision proposes not only curriculum but also administrative changes. It was proposed without attempt to use the accumulated experience other library educators in Iran. Briefly, Mangla proposes new objectives:

To develop among the students

a) an understanding of various subjects existing in the universe of subjects,

b) an understanding and appreciation of the purpose and functions of the library in the changing social and academic set up of society,

c) an understanding of the techniques of library science, of the methods to provide services to readers and of the organizational and administrative aspects of libraries.

Proposed curriculum revisions included the following: (1) reduction in the numb of foreign languages studied to two, French (or German) and English; (2) the study of librarianship to be introduced in the second semester of the freshman year; (3) splitting cataloging and classification into two courses; (4) the creation of new surve

---

[6] Personal letter and memoradum from P. B. Mangla to Ali Sinai, dated June 18, 197

courses in the sciences and social sciences to replace both specialized and history courses in these areas; (5) concluding the study of Persian language and literature with the Freshman year; (6) substitution of a course in the history of the book for one in the history of printing; (7) substitution of a course in school libraries for one in young adult and childrens literature; (8) splitting off into separate courses of the public, academic, and special library fields with documentation added to the title of the latter course; (9) elimination of a separate audio-visual course and of a separate technical services course.

It might be pointed out that the remainder of the curriculum still closely resembles that of the Tehran Bachelors degree minor course expanded, with the addition of typing both Persian and Latin, for four years, and only half as much library practice work, 60 hours.

Other Mangla suggestions included careful screening of admission applicants, limiting the size of classes, a properly qualified and experienced faculty, a library science library, and faculty offices, ~~perhaps~~ obviously implying some improvement was needed in them. The most recent suggestion which is being carried out is to establish a new graduate curriculum in library science located in the graduate division.

Conclusion. -- Certainly, both Iranzamin and Tabriz can be called off-shoots of the Tehran department in curriculum and staff, about half of the faculty members involved being either Tehran graduates or former instructors. In both cases, there is an attempt at English language instruction and the ideas being taught are essentially western. The two schools provide the hope at least of accomplishing something at which Tehran has failed. In the next decade two, large numbers of librarians will be needed in small school and public libraries, primarily in the provinces, as well as many library staff members for academic and special libraries in the cities. The two schools should prepare most of their graduates to meet these challenges. In any case, Iranian library education is now a four-leveled affair with three sites and new complications.

The revolution started by the Tehran Department has been expanded to the provinces and has a strong alumni base in three cities, Tehran, Shiraz and Tabriz. Its enemies are still present but not prosperous. Many influential government figures have been won over, and even Their Majesties have made their position clear in strongly supporting modern library education and practice. Now, with the pioneering days behind and library education on the upswing nationally, its service to Iran should expand and improve in many interesting ways.